

Name: Suzanne Riches	School: Arvada High School
Subject/Grade: Biography Voices/English, 12th Grade	
Length of Lesson: Unit—several classes	
What other curricular areas will the unit cover? History, ETIL	
Stage 1 – Desired Results	
<p>Prioritized Benchmarks:</p> <p>Content Standards</p> <p>1.a (RED) Use cognitive and metacognitive strategies to comprehend diverse texts.</p> <p>4.b (RED) Analyze a variety of texts in order to build connections and draw subtle generalizations and conclusions.</p> <p>2.a (RED) Produce a variety of academic and workplace texts, using media suited to specific purposes and audiences.</p> <p>5.a (RED) Incorporate appropriate formats and citation forms specified in style manuals.</p> <p>2.e (RED) Utilize peer feedback, style manuals, and electronic tools to revise, edit, and evaluate their own texts.</p> <p>2.f (YELLOW) Rehearse, plan, and organize writing by employing a variety of strategies and rhetorical styles.</p> <p>Includes Genre recommendations: electronic communication such as multimedia presentation, email, blog, discussion board, podcast, or wiki; (Web 2.0 product, VoiceThread)</p> <p>ETIL Standards</p> <p>3d (YELLOW)</p> <ul style="list-style-type: none"> Process data and report results. Develop a personal point of view supported with evidence. Presents complex ideas and original conclusions effectively: <p>5a (RED) Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>6a (RED)</p> <ul style="list-style-type: none"> Understand and use technology systems. Utilize emerging technology resources and recognize their capabilities and limitations. Participate in virtual environments as a strategy to effectively communicate. <p>6b (YELLOW) Select and use applications effectively and productively.</p> <ul style="list-style-type: none"> Use tools and/or web sites to collaborate, publish, and interact with peers, experts, and other audiences. (Blackboard, Intel Teach to the Future, MySpace). 	
<p>Understandings: Students will know...</p> <ul style="list-style-type: none"> How to respond to the biography genre. How biographies can contribute to our personal understanding of setting goals and overcoming obstacles. How to adapt communication to the exigencies of a particular technological medium. The importance of citing all sources using MLA format. 	<p>Essential Questions: <i>Questions:</i></p> <p><i>How are biographies, autobiographies and memoirs different from other genres?</i></p> <p><i>After reading a biography, autobiography or memoir, what conclusions can I draw about this person?</i></p> <p><i>How can I apply what I learned from my chosen subject to my own life?</i></p>

Vocabulary	
Content Biography Autobiography Memoir	Cross-content
Stage 2 – Assessment Evidence <ul style="list-style-type: none"> What will you accept as evidence that shows the students understand the concepts? Attach assessment rubric 	
Performance Tasks: Students will select a biography, autobiography or memoir to read. They can browse shelves, search Jeffco catalog or search Jefferson County catalog to hold a book. Students create a graphic organizer to detail specific details about the book. (Not all teachers have required this piece.) Students will produce a PowerPoint. Each slide will treat a required topic or question. (Slide requirements have varied by teacher.) Students create a written Script to read behind each slide. Students upload slides and produce VoiceThread. Students use VoiceThread's comment feature to respond to 4 or 5 other students in the class. Students produce a Works Cited slide that must contain 3-10 image or source citations. (Teacher requirements vary.) A rubric will be used to assess the quality of products.	Other Evidence: Students were given a timetable for various phases of the project. Were they able to move the project along as pacing was mapped out? Discussions should show understanding of the text and application to personal lives.
Stage 3 – Learning Plan	
Learning Activities (Teacher Librarian is Responsible for):	Learning Activities (Teacher is Responsible for):

<p>Discussion of biography and guidance in book selection. Will demonstrate catalog searching and placing holds at Jefferson County Public Library.</p> <p>Instructing students on VoiceThread. Will provide computer time and microphones.</p> <p>One-on-one help as students visit the library to complete the project.</p> <p>Help with Works Cited page.</p>	<p>Requirements for the project (number of slides, direction for analysis and focus of slides.)</p> <p>Class discussions of books and responses.</p> <p>Help with VoiceThread instruction where needed by students.</p> <p>Rubric</p>
<p>Accommodations/Differentiations:</p> <p>Students are given freedom to choose the person and book of their choice. No requirements on length or difficulty. The student finds his or her own level. All students are required to produce the same number of slides. However, they are not given a set length for discussion of each slide. Again, students will adjust to their level.</p>	
<p>Materials/Resources:</p> <p>Projector or SmartBoard Computers and Internet access Biography section large enough to support assignment. Graphic organizer (if used) Rubric Plan with dates and requirements clearly spelled out for students.</p>	

Developing Greatness: Part I Biography & Autobiography
Mrs. Welshon & Ms. Riches

Essential Questions: *How do people change? How do we become who we are?*

Assignments:

- Select and read a biography or autobiography;
 - Justification for Choice

- Create a PowerPoint presentation with information you have learned;
- Create a VoiceThread about the person you researched

Monday	Tuesday	Wed./Thurs.	Friday
Jan. 18 No School	19 Learn about Biographies and Autobiographies – Begin selecting a book (LMC) <i>(Mrs. Welshon & Ms. Riches)</i>	20/21 Select your book and begin reading. Set up a Citation Page (Reminder on how to cite images & books) (LMC) <i>(Mrs. Welshon & Ms. Riches)</i>	22 Time to read. Due: Write out a justification of why you choose your person. Paragraph minimum. (LMC)
25 Time to Read	26 Create Slides 1-3 & Time to Read Due: Print out of Slides with notes, including updated citation slide. (LMC)	27/28 Time to Read	29 Time to Read
February 1 Create Slides 4-6 & Time to Read Due: Print out of Slides with notes, including updated citation slide. (LMC)	2 Time to Read	3/4 Create Slides 7-9 & Time to Read Due: Print out of Slides with notes, including updated citation slide. (LMC)	5 Introduction to VoiceThread <i>(Mrs. Welshon & Ms. Riches)</i>
8 Finish PowerPoint and Begin VoiceThread. Due: Printout of completed PowerPoint (LMC)	9 Work on your VoiceThread (LMC)	10/11 Work on your VoiceThread (LMC)	12 Finish your VoiceThread

Developing Greatness: Part I Biography & Autobiography
Your PowerPoint Presentation
Mrs. Welshon & Ms. Riches

Goal & Rationale:

I would like you to create a PowerPoint presentation about your findings from your reading. I have structured this set of assignments to help focus your efforts while reading and researching your person. I have spread out the due dates to help discourage procrastination.

Slide Content:

- The actual content of what will go on each slide is very minimal.
 - You will be talking behind each slide so you won't need a lot of information on the slide.
- You should have an image or two
 - Think about including pictures, maps, etc.
- A few bulleted points that suggest what you are going to talk about.
 - No more than 6 bullet points on a slide
- You will need to create handout notes that include a script about what you will say with each slide.
 - You will use this when you create your VoiceThread. I expect these notes to be turned in with your slides.
- I also expect you to update your citation page each time you turn in a set of slide handouts

Slide 1- Title Page

Slide 2- Brief Biographical Summary

- Who is this person?
- Why is he/she important/significant?

Slide 3- Social and environmental aspects, demands or exigencies of time period and places in which they found themselves.

- What events of his/her time period shaped them?
- What human qualities were most influential in shaping the way this person lived and influenced his or her times?
- Was he/she impacted significantly by any technology?

Slide 4- What were their dreams/goals/aspirations?

- Which quality or trait was most beneficial?
- Many people act out of a "code" or a set of beliefs which dictate choices. It may be religion or politics or a personal philosophy. To what extent did your person act by a code or act independently of any set of beliefs?

Were there times when the code was challenged and impossible to follow?

Slide 5- What difficulties/road blocks did he/she encounter?

- How did he/she deal with them?
- How did they impact him/her?
- Which quality or trait proved most troubling and difficult?
- Did this person make any major mistakes or bad decisions? If so, what were they and how would you have chosen and acted differently if you were in their shoes?

Slide 6- What were the significant changes in his/her life?

How did these changes affect him/her?

Slide 7- How did this person become who he/she is?

- Some people say you can judge the quality of a person's life by the enemies they make. Do you think this is true of your person's life? Explain why or why not.

Slide 8- Who helped/assisted/encouraged your person?

- An older person or mentor is often very important in shaping the lives of gifted people by providing guidance and encouragement. To what extent was this true of your person? Explain.

Slide 9- What is to be learned from this person?

- What are the three or four of the most important lessons you or any other young person might learn from the way this person lived?
- What do you think it means to be a hero? Was your person a "hero?" Why? Why not? How is a hero different from a celebrity?

Slide 10- Citation Page

- Written Text
- Images
- Electronic Information

Many of the subpoints used in this assignment were borrowed from

<http://www.bham.wednet.edu/bio/QUEST.HTM>

Developing Greatness: Part II – What About You?

We've learned a lot about other important people. Now it is time to turn the mirror and take a long look at yourself. What have you learned about yourself? Where are you headed? What can we learn from you?

This is a writing assignment that is designed to help you take a critical look at yourself and who you have become. My hope is that you will come to appreciate who you are, what has occurred that has shaped you and what you have to contribute to this world. This will be a private piece of writing that will be read by you and myself. You are free to share it with others, but I will not require you to do so. Please be thoughtful about what you share with me in this bit of writing. If you mention anything that is not appropriate for school or indicates that you are in danger, I will have to act on it. Thank you for understanding this and acting accordingly.

Here's what should be included:

1- Brief biographical summary about you

2- Social and environmental aspects, demands or exigencies of time period and places in which you found yourself.

- What shaped you?
 - Important Relationships
 - Family & Community Events
 - Current Events
 - Political Situations
 - Technology

3- What are your dreams/goals/aspirations?

- Which quality or trait is most beneficial?
- What is your “code of behavior” or set of beliefs that guide you?
 - Were there times when the code was challenged and impossible to follow?

4- What difficulties/road blocks did he/she encounter?

- How did you deal with them?

- How did they impact you?
- Which quality or trait proved most troubling and difficult?
- Are there poor decisions you made? If you encountered a similar situation, how would you how would you handle it differently?

5- What have been the significant changes in your life?
How did these changes affect you?

6- Who has helped/assisted/encouraged you?

- An older person or mentor is often very important in shaping the lives of gifted people by providing guidance and encouragement. To what extent was this true for you? Explain.

7- What is to be learned from your experience?

- What are the two or three of the most important lessons you could pass on?